

Final Report

for

Teaching Programs in Five Village Schools

关于 2011 年青海省贵南县举办乡村寒暑假培训项目的终期报告

Summary

Dear HuaQiao Foundation and One Global Village,

We are delighted to report on the teaching programs in Bon skor, Demang, Rabgan, Jangja, and Keba (Mangra (Guinan) County, (Mtsho lho) Hainan Tibetan Autonomous Prefecture, (Mtsho sngon) Qinghai Province, PR China).

Contributions of 6,595RMB in January and 15,000RMB in August 2011 from HuaQiao Foundation, 8,177.50RMB in January and 8,000RMB in August from One Global Village, and 18,576RMB from local contributions made these teaching programs for 642 students in five Tibetan village schools a reality. Thirty-one teachers from universities across China in winter (10-26 January 2011) and summer (August) holidays of 2011 participated.

During the teaching program, teachers taught English, Tibetan, Chinese, and math. Half of the teachers were from local communities, resulting in effective communication between the teachers and students. Textbook adjustments were made according to past experience and a recent teaching evaluation.

During the program, 10RMB was collected from each student as a textbook fee. FCA staff followed evaluated the project with surveys to teachers and students. Their feedback is provided in the following pages.

The program strengthened students' knowledge of Tibetan, English, and Chinese thereby empowering students in their encounters with the outside world. The program also raises awareness of the importance of education in terms of parents and local government.

I extend sincere appreciation for your continuing support of these teaching programs.

Sincerely,



Nangchukja
Director
Friendship Charity Association

Project Location Map



Project Review Summary

Bon skor Tibetan Community has 2,400 residents. Ninety-five to ninety-eight percent of locals (aged 18 – 80) were illiterate in 2005. There were 6 college graduates and 7 college students out of 2,400 Tibetans in 2011. FCA held a teaching program in Bon skor Tibetan Community School in 2005 that was continued twice a year during the school holiday periods. Initially, eighty percent of locals were reluctant to send children to school; they preferred to keep them at home herding and farming. This teaching program turned out to be a great success, as indicated by students' interest in learning English, Tibetan, and Chinese (as indicated by students' higher exam scores), and attendance that parents' attitude became increasingly positive.

In subsequent years, school attendance increased and Bon skor Tibetan Community School earned a reputation for having good quality English and Tibetan instruction. There will be 23 students preparing to take the college entrance examination in June 2012. This is the first time Bon skor Tibetan Community has had a high number of students take the college entrance examination. These students are the first group to have attended the FCA English Teaching Program in 2005. Currently, there are approximately 405 students in kindergarten to college. Ninety-nine percent of locals send children to school and parents admire graduate students who have official jobs.

Due to the overwhelming number of students in the teaching program, FCA recruited only local primary school students in the teaching program in 2010. Parents of junior and senior middle school students approached the school and FCA regarding the lack of teaching programs for their children. FCA then suggested that locals hold self-organized teaching programs for these students and FCA recruited teachers. As a result, many groups of local residents held small family-based classes for their children while FCA provided textbook and teachers while parents paid.

With ample indication of teaching program success, FCA brought similar teaching programs to three other local community schools in 2008 and subsequent years. Once aware of the positive impact of these teaching programs, many community schools approached FCA for external assistance. We wish to increase such teaching programs while exploring the possibilities of locals managing such programs in a self-sustaining way.

Teaching Program Description

Teachers were assigned to each class depending on the subjects that they taught. Each class was taught Tibetan, Chinese, and English. Certain teachers taught more than one language and some taught the same language to two or three classes consequently, each class had at least two teachers. According to the students' language levels, subjects were taught in Tibetan, Chinese, English, or bi-lingually with two teachers, e.g., Tibetan was taught in Tibetan, while two teachers taught the advanced class English with one providing some assistance in Chinese.

Textbooks for the teaching program were selected and organized by FCA based on students' level and in discussion with local teachers. Lessons were created from different textbooks. All teaching materials were collated and printed in Xining. The materials served to improve students' English skills by further building their vocabulary and grammar. All students were encouraged and given opportunities to practice speaking and listening as well as translation.

Chinese language textbooks were selected to improve students *pinyin* skills and increase their Chinese vocabulary. Students were taught and practiced reading, grammar, writing, and speaking skills. While some students speak excellent Chinese, other students have very poor Chinese skills. Although they understand spoken Chinese, they cannot write and speak it well. Chinese language teachers were from inland universities.

The Tibetan teacher, from a monastery, taught all three classes Tibetan. After the teaching began, teachers realized that students had to do housework and their winter break assignments after classes. Students suggested that they to bring their homework to school and receive instruction from the teachers when extra help was needed. The amount of homework given by the holiday teachers thus decreased.

Besides, the teaching programs of these three languages, arts (such as sketching), creative writing, sports, music (singing sessions, organized and attended by teachers and students), school trips (including trips to the Yellow River and climbing mountains) were held to develop comfortable teacher-student relationships and allow teachers and students opportunity to know and learn from each other's backgrounds, cultures, and experiences.

FCA evaluations were given to all students and teachers. All participants' voices, especially students', were considered for future improvements of the teaching programs. After the programs, three students from each class received prizes according to their performance during this program. All the teachers were awarded an honorary certificate by FCA.

A Sample of a 45 Minute Lesson on Computer and Internet in Chinese

By Mr. Liu Jiaying

0-2 min:

Review vocabulary from the last lesson. Since most students have a good Chinese foundation, the lesson seemed rather easy. Students demonstrated comprehension of all new vocabulary, thus this session was short.

3-6 min:

Each student read the text aloud or quietly from the new lesson individually. This session was to ensure that students who had not previewed the lesson were on the same level as those who had.

7-10 min:

Students were asked to volunteer or select 5-6 other students to read the article aloud in turn in class. This gave students the opportunity to present themselves in front of others and gain confidence. Other students While the students read, the teacher paid close attention to their pronunciation, new vocabulary, and underlined their mistakes.

11-20 min:

The teacher corrected students' pronunciation mistakes and asked students to explain new and confusing vocabulary. If the students could not explain, the teacher helped, or asked a few students to use their dictionaries. The teacher also asked students if they had problems with the article and asked a few questions related to the article. The students worked on the questions alone or with other students.

21-23 min:

The teacher asked students randomly what they would do if they had computers and Internet access. As the students gave different answers, the teacher listed them on the blackboard. Students gave about 20 answers based on their own experiences. This session communicated that student opinions were important and as valuable as those from the textbook.

24-28 min:

The class went through the list on the blackboard and the teacher erased the uses of computers that students all agreed on. There remained then, a list of uses that some students supported. Students with little experiences with computers had learned the benefits or problems of using them by joining the discussion.

29-45 min:

The class returned to the remaining list. The teacher asked students to point out 'pros' and 'cons' of the items on the list and discuss with each other. Five to ten students

supported each side. Neutral students acted as judges and, rather than deciding which side was correct, determined which side had stronger evidence to support their opinion. In this session, the teacher remained largely silent. He carefully listened to each side and gave encouragement to those who expressed their opinions.

45-55 min:

The teacher and the class went through all the uses of computer and Internet again and summarized the text. The teacher concluded that debate did not require a result; each point of view was correct if presented logically. Debate increased confidence.

Teacher Comments

Choszang Tso: *“This teaching program is beneficial to the local education system and useful for young college students attending the program. It should be continued yearly.”*

Ding Hailan: *“Often, some students get tired easily in class, so I ask them to stand and play games for a few minutes.”*

Lha rgal tag: *“This teaching program is a great contribution to local education that provides chances for students to study during holidays rather than doing housework.”*

Huang Yuxia: *“I found role-play and tongue twisters were helpful in this class.”*

Tse pan tog: *“Gaining experiences through this teaching program not only improved my teaching methodology, but also helped me understand more about local families.”*

Wang Mingxue: *“Word games, number games, and tongue twisters were played during the teaching program. Games can make the class more active and improve their oral Chinese”*

Liangjuan: *“The study environment is poor and lacks necessary facilities. Many students’ Chinese is very poor. Therefore, this teaching program is a great chance to improve local students’ abilities.”*

Yangbum Jay: *“Generally, games are good for students during class but the length of game time should be controlled as the time is very tight in such a teaching program. Therefore, only a few useful games were introduced to students.”*

Photographs

Further photographs may also be viewed at:

<http://www.flickr.com/photos/friendshipcharityassociation/sets/72157627966866178/>



Students focus on a China map.



A class with their teacher.



Students study outside the classroom.





Students inside the classroom.



Groups of students do exercises outside.



Students study in groups.



Students clean the classroom.



A girl reading.

四年级课程表

	星期一	星期二	星期三	星期四	星期五	星期六	星期日
8:30-10:00	拉加(英语)	角巴东智 (汉语文)	潘 多 (英语)	黄钰霞 (汉语文)	拉 加 (英语)	角巴东智 (汉语文)	潘 多 (英语)
10:30-12:00	角巴东智(汉语文)	潘 多 (英语)	黄钰霞 (汉语文)	拉 加 (英语)	角巴东智 (汉语文)	潘 多 (英语)	黄钰霞 (汉语文)
12:00-14:00	午休						
14:00-15:30	潘多(英语)	黄钰霞 (汉语文)	拉 加 (英语)	角巴东智 (汉语文)	潘 多 (英语)	黄钰霞 (汉语文)	拉 加 (英语)
16:00-17:30	黄钰霞 (汉语文)	拉 加 (英语)	角巴东智 (汉语文)	潘 多 (英语)	黄钰霞 (汉语文)	拉 加 (英语)	角巴东智 (汉语文)

Curriculum.



A girl does an assignment.



The headmaster holds a meeting.



A teacher teaches outside.



Students in the classroom.



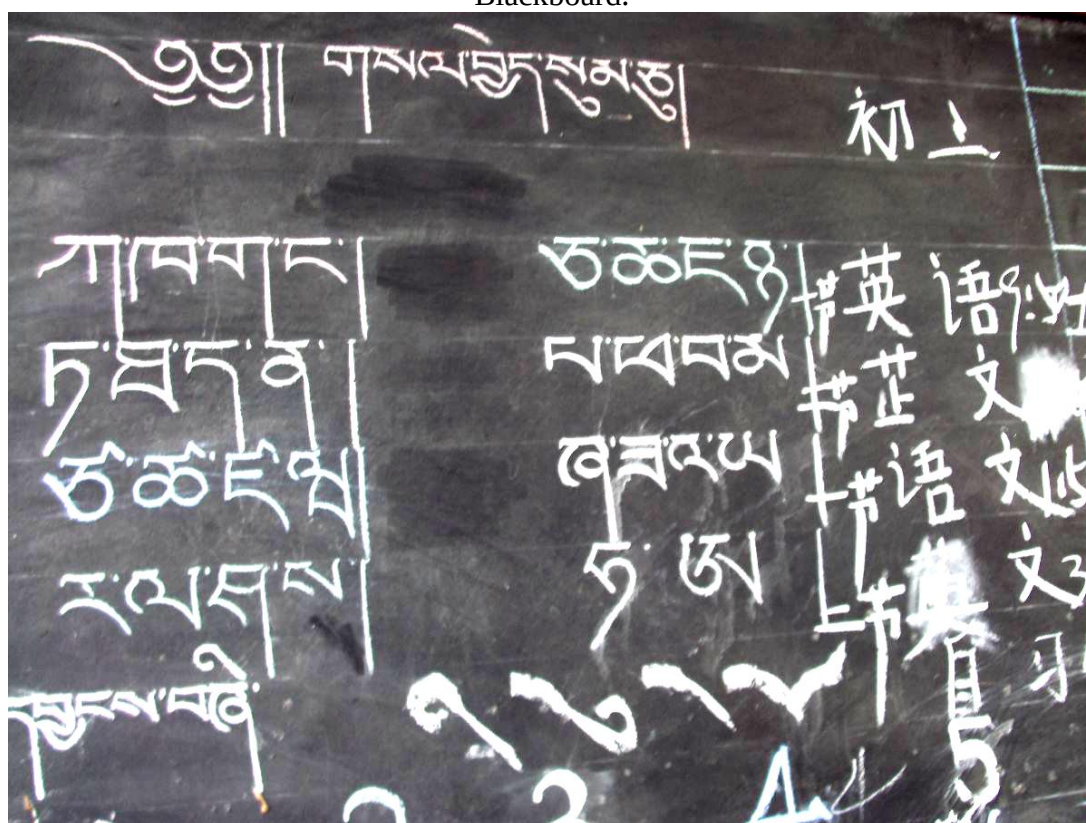
A teacher demonstrates in class.



A project visitor interacts with a student.



Blackboard.





A teacher inside a classroom.





Demang Village.



Students climb a mountain after class.



Students climb a mountain after class.



A teacher shows movie on her laptop to students.



Students watch movie on a teacher's laptop.



Students' drawing class.



A student sketch.





A student and her drawing.



A student shows his Chinese textbook.



A student taking an exam.





Students take exams outside classroom.





Students take final exams.





Students with teachers.



Students dance after class.





A teacher checks homework.





A teacher checks homework.



Teachers award top students.



Awarded students.



A top student with awards.



Students' local dancing competition.





Students crowd around a laptop to watch movies.



A student gives a presentation.



A student gives a presentation.



A student gives a presentation. Demang Village from a distance.

D
e
m
a
n
g

V
i
l
l
a
g
e



Financial Accounting

A. 2011 Winter Program Expenditure

Donor Contribution:

Item	Detail	Total RMB
Books	286 students*10RMB	2,860.00
Food	1,500 RMB*3 school	4,500.00
Teacher bus fee	100RMB*9 teachers	900.00
Teacher stipends	500RMB*9 teachers	4,500.00
Cook stipend	500RMB*3 cooks	1,500.00
Administration fee	Project site visits	512.50
TOTAL	HuaQiao Foundation	6,595.00
	One Global Village	8,177.50

Local Contribution:

Item	Detail	Total RMB
Food	500RMB per school	1,500
Misc	E.g., beverages and fuel for teachers	1,000
Accommodation	Local rooms and bedding for teachers	400
Student prizes	6 students* 3 schools, 7RMB each	126
Teacher certificates	12 teachers* 15 RMB each	180
Books	286 students* 10RMB	2,860
TOTAL		6,066

B. 2011 Winter Program Expenditure

Donor Contribution:

Item	Detail	Total RMB
Books	356 students*10RMB	3,560
Food for teachers	1,500RMB* 5 schools	7,500
Teacher bus fee	50RMB*19 teachers	950
Teacher stipends	500RMB*19 teachers	9,500
Cook stipend	500RMB* 5 cooks	2,500
Student prizes	6 students* 5 schools, 7RMB each	210
Teacher certificates	19 teachers* 15 RMB each.	280
Administration fee	Project site visits	500
TOTAL	HuaQiao Foundation	15,000
	One Global Village	10,000

Local Contribution:

Item	Detail	Total RMB
Food for teachers	500RMB per school	2,500
Misc	E.g., beverage drinks for teacher	500
Accommodation	Local room and bedding provided for teachers	1,000
Teacher bus fee	19 teachers* 50RMB	950
Books	356 students* 10RMB	3,560
TOTAL		8,510

2011 Winter Program Expenditure

Donor Contribution:

Item	Detail	Total RMB
Books	356 students*10RMB	3,560
Food for teachers	1,500RMB* 5 schools	7,500
Teacher bus fee	50RMB*19 teachers	950
Teacher stipends	500RMB*19 teachers	9,500
Cook stipend	500RMB* 5 cooks	2,500
Student prizes	6 students* 5 schools, 7RMB each	210
Teacher certificates	19 teachers* 15 RMB each.	280
Administration fee	Project site visits	500
TOTAL	HuaQiao Foundation	15,000
	One Global Village	10,000

Local Contribution:

Item	Detail	Total RMB
Food for teachers	1,000RMB per school	5,000
Misc.	E.g., beverages for teacher	500
Accommodation	Local rooms and beddings provided for teachers	1,000
Teacher bus fee	19 teachers* 50RMB	950
Books	356 students* 10RMB	3,560
TOTAL		11,010

STUDENT SURVEY JANUARY 2011

Bon skor Tibetan Community School

PART I: THE STUDENTS

1. **Attendance:** 87 students attended the Bon skor Teaching Program.
2. **Gender:** 42.5% male, 57.5% female.
3. The average student **age** in the Bon skor Teaching Program was 11.6.
4. Average number of attendants per class in Bon skor Village School was 29.

PART II: EDUCATION AND EXPERIENCE

5. **Learning:** 46% students improved their English pronunciation.

6. Students think the textbook is:

80.5% = easy

19.5% = difficult

7. Three major problems in Bon skor Teaching Program:

- a. Many students could not understand the foreign teacher.
- b. Some students did not respect the teachers.
- c. Some students did not submit their homework on time.

8. 77% of the students suggest these changes:

- a. Higher level class should be taught by a foreign teacher.
- b. Most students' pronunciation should be improved.
- c. More classroom control of students.
- d. Each lesson should have dictation at the beginning of class.

9. 100% of students' families are pleased that they attend the program.

10. 66.7% students think this teaching program is different from their regular school classes in these ways:

- a. They have a foreign English teacher.
- b. All teachers are new.
- c. Teachers and students play games together.
- d. They only have Tibetan, Chinese, and English classes.

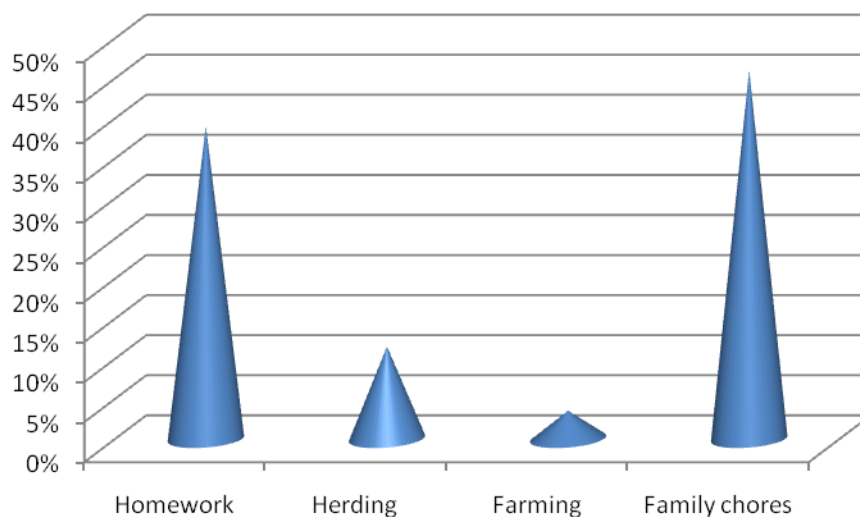
11. Before attending this program, in holidays, students did:

46 % = family chores

39 % = homework

11.5 % = herding

3.5 % = farming



12. Students like to study English because they want to:

48.3% = go to foreign countries

32.2% = be an English teacher

13. Students' favorite subject:

49% = Tibetan

32% = English

14% = Chinese

5% = Math

PART III: STUDENTS' FAMILIES

14. Students' families live in:

69% = herding areas

17.2% = agro-pastoral areas

8.4% = county or township towns in an apartment

5.4% = arming areas

15. Parents:

Note: Have no father or mother = students from households with no father or mother.

16. Students' father:

100% = speaks Tibetan

86.2% = illiterate in Chinese

75.9% = never attended school

65.5% = illiterate in Tibetan

34.5% = literate in Tibetan

24.1% = attended school for 1-6 years

13.8% = literate in Chinese

17. Students' mother:

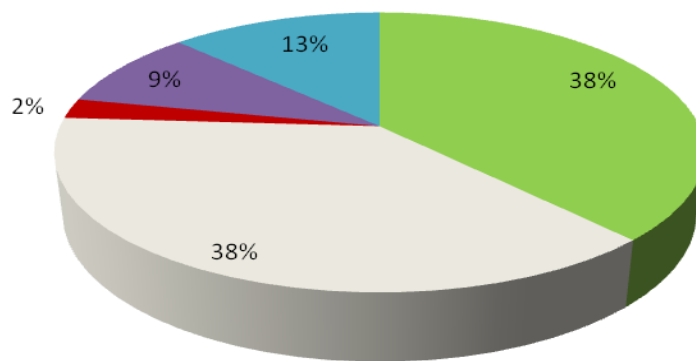
100% = speaks Tibetan
97.7% = illiterate in Chinese
85.1% = never attended school
79.4% = illiterate in Tibetan
20.6% = literate in Tibetan
14.9% = attended school for 1-4 years
2.3% = literate in Chinese

18. Siblings:

44.8% = sister 2 spent 1-6 years in school
34.5% = sister 1 spent 7-12 years in school
33.3% = brother 1 spent 7-12 years in school
13.8% = brother 2 spent 1-6 years in school

19. Family's income:

■ Farming ■ Livestock ■ Migrant labor ■ Official job ■ Business

**20. Students' families have borrowed money from:**

69% = other families
28.7% = from a bank
2.3% = from other villagers

21. Living expenses are from: (Transportation, medical and food cost at school)

93.1% = parents
6.9% = a donor

Demang Tibetan Village School

PART I: THE STUDENTS

- 1. Attendance:** 41 students attended the Demang Teaching Program.
- 2. Gender:** 31.7% male; 68.3% female.
- 3.** The average student **age** in Demang Teaching Program was 14 years old.
- 4. Average number of attendants per class** in Demang Village School was 14.

PART II: EDUCATION

5. Improved knowledge of:

43.90% = Tibetan history

22.10% = English

6. Students think the textbook is:

75.6% = easy

24.4% = hard

7. 75.6% students see these three major problems in this teaching program:

- Some students did not pay much attention in the class.
- Some students did not finish their holiday homework.
- Some students did not have time to watch TV.

8. 75.6% students suggest these changes:

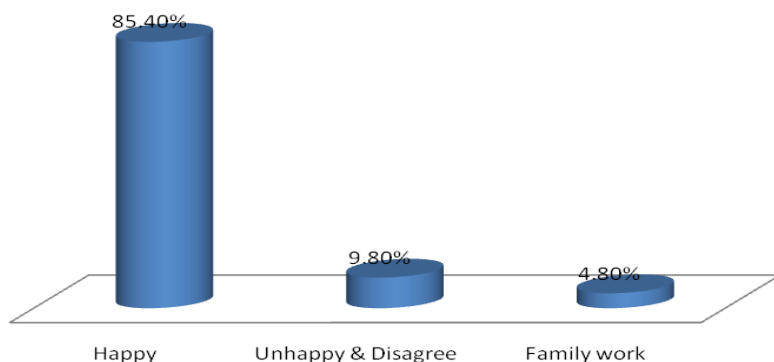
- There should be more new vocabulary.
- Students' negative behavior needs to change.
- Class time should be longer.
- Teachers should be stricter with the students.

9. As students attend this program, the family members:

85.4% = are pleased.

9.8% = not pleased and disagree

4.8% = want them to do family work, herding, and farming



10. 85.4% students think this teaching program is different from their regular school classes in these ways:

- a. There is free time to review in the program.
- b. Teachers use different teaching methods in the program.
- c. Students can play game with their teachers in the program.
- d. There is greater communication with teachers in the program.

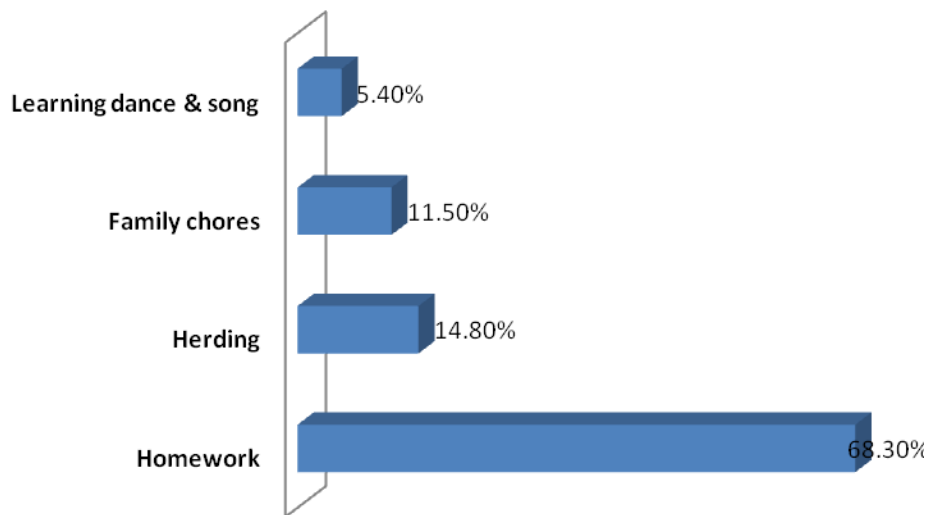
11. Before attending this program, in holidays, students did:

68.3% = homework

14.8% = herding

11.5% = family chores

5.4% = dancing and singing

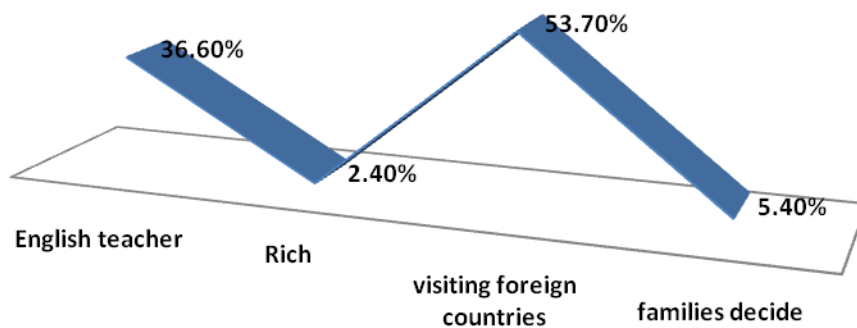


12. Students like to study English because they want to:

53.7% = go to foreign countries

36.6% = be an English teacher

2.4% = be rich



13. Students' favorite subject:

46.4% = Tibetan
26.8% = English
19.5% = Chinese
7.3% = Math

PART II: STUDENTS' FAMILIES

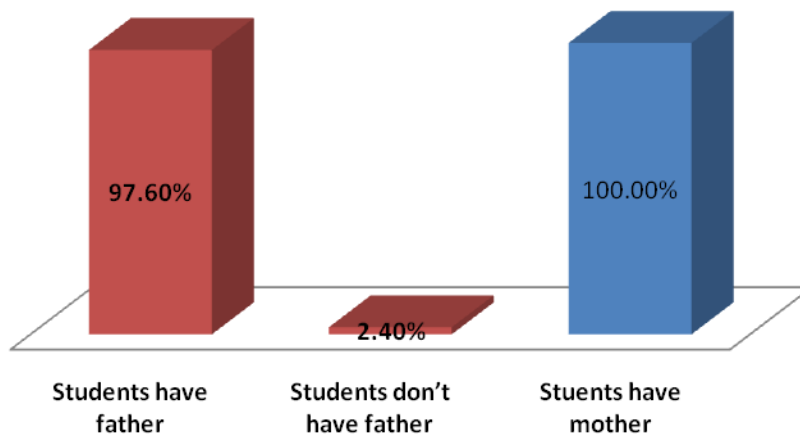
14. Family:

87.8% = live in farming areas
7.2% = live in town or township towns in an apartment
5% = live in herding areas

15. Parents:

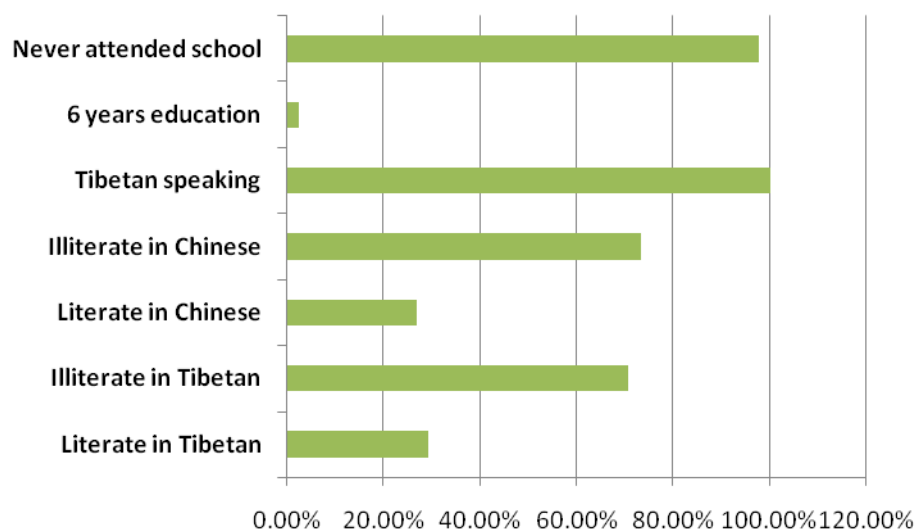
Note: Have no father or mother = students from households with no father or mother.

■ Students have father ■ Students don't have father ■ Students have mother



16. Students' father:

100% = speak Tibetan
97.6% = never attended school
73.2% = illiterate in Chinese
70.7% = illiterate in Tibetan
29.3% = literate in Tibetan
26.8% = literate in Chinese
2.4% = attended school for 6 years



17. Students' mothers:

100% = speak Tibetan
 100% = never attended school
 85.4% = illiterate in Chinese
 78% = illiterate in Tibetan
 22% = literate in Tibetan
 14.6% = literate in Chinese

18. Siblings:

22% = brother 1 spent 7-15 years in school
 17% = sister 1 spent 6-15 years in school
 9.8% = brother 2 spent 1-6 years in school
 2.4% = sister 2 spent 2-6 years in school

19. Family's income is from:

58.6% = farming
 14.6% = livestock
 14.6% = migrant labor
 9.8% = doing business
 2.4% = government work

20. Students' family:

83% = borrowed money from other families
 17% = borrowed money from a bank

21. Living expense:

92.7% = from parents
 5% = from grandpa
 2.3% = from uncles

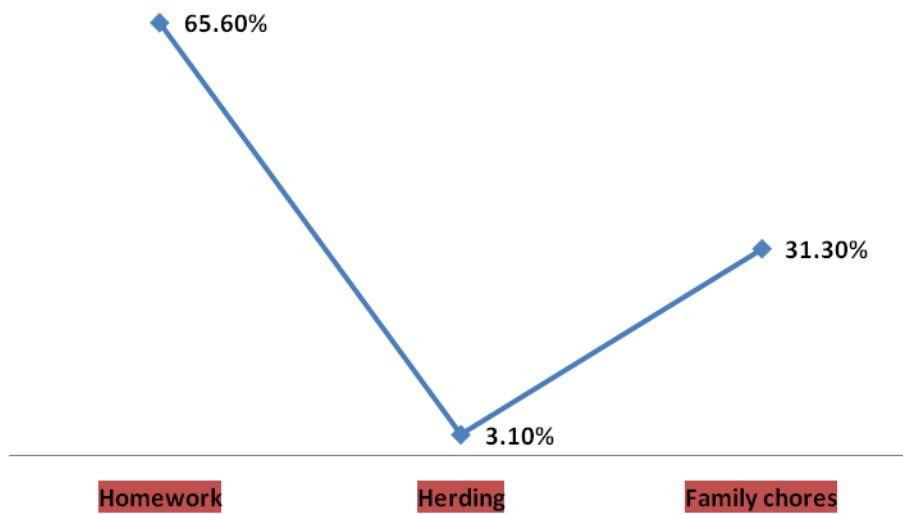
Rabgan Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 32 students attended the Demang Teaching Program.
2. **Gender:** 43.8% male, 56.2% female.
3. The average student **age** in the Demang Teaching Program was 12.7 years old.
4. **Average number of attendants per** class in Demang Village School was 11.

PART II: EDUCATION

5. **Learning:** 62.5% students have learned new study methods.
6. **81.3% of the students could not learn these (above) things in their school because** English was taught in Chinese.
7. **Students think the textbook is:**
87.5% = easy
12.5% = hard
8. **100% students see these three major problems in this teaching program:**
 - a. Too cold in the classroom.
 - b. Teaching program is short.
 - c. Different grades should be in the different classroom.
9. **100% of students suggest these changes:**
 - a. There should be Tibetan class.
 - b. Two or more grades should not be in the same classroom.
 - c. Improved classroom conditions.
10. **100% of students' family members are pleased that they attend the program.**
11. **87.5% students think this teaching program is different from their regular school classes in these ways:**
 - a. English and Math in the program are explained in Tibetan.
 - b. Teachers in the program are more interesting.
 - c. Lessons in the program are understandable.
12. **Before attending this program, in holidays, students did:**
65.6% = homework
31.3% = family chores
3.1% = herding



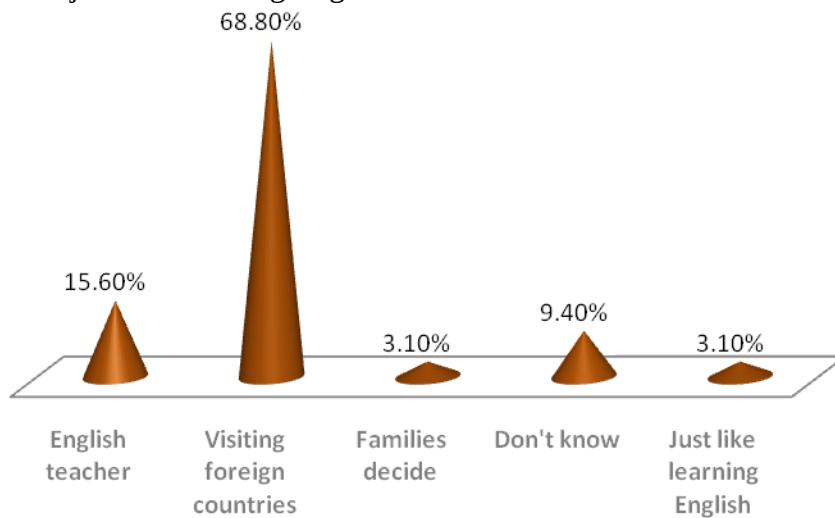
13. Students like to study English because:

68.8% = want to go to foreign countries

15.6% = want to be an English teacher

9.4% = don't know

3.1% = just like learning English



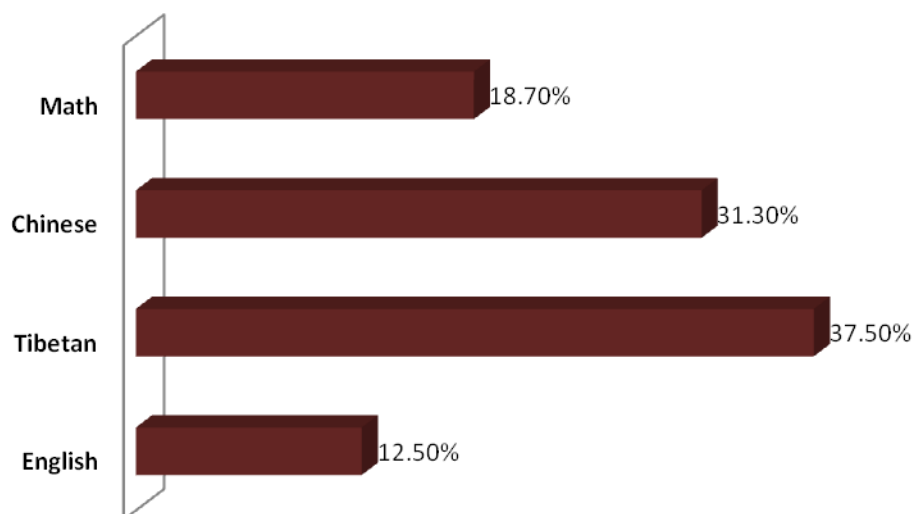
14. Students' favorite subject:

37.5% = Tibetan

31.3% = Chinese

18.7% = Math

12.5% = English



PART III: STUDENTS' FAMILIES

15. Family lives in:

50% = agro-pastoral areas

50% = farming areas

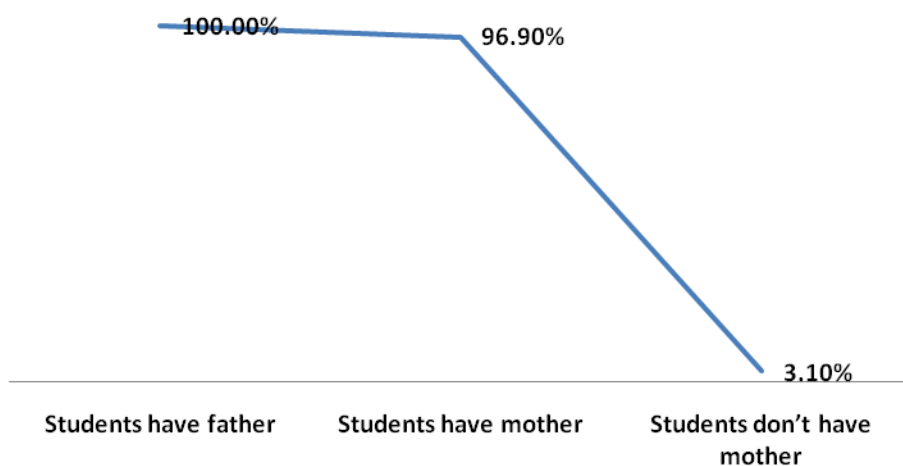
16. Father:

Note: Have no father or mother = students from households with no father or mother

100% = have father

96.9% = have mother

3.1% = do not have mother



17. Students' fathers:

100% = speak Tibetan

68.8% = illiterate in Chinese

65.6% = literate in Tibetan

62.5% = never attended school

37.5% = attended school for 6-16 years
34.4% = illiterate in Tibetan
31.2% = literate in Chinese

18. Students' mothers:

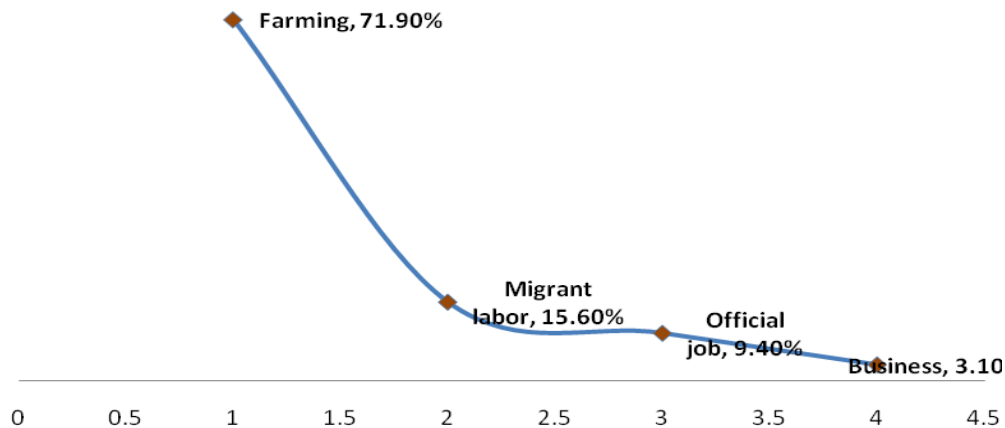
100% = speak Tibetan
75% = illiterate in Chinese
62.5% = illiterate in Tibetan
46.9% = attended school for 6-16 years
53.1% = never attended school
37.5% = literate in Tibetan.
25% = literate in Chinese

19. Siblings:

31.3% = brother 2 spent 2-6 years in school
28.1% = sister 1 spent 2-14 years in school
28.1% = sister 2 spent 2-9 years in school
15.6% = brother 1 spent 2-14 years in school

20. Family income from:

71.9% = farming
15.6% = migrant labor
9.4% = government work
3.1% = doing business



21. Students' families borrowed money from:

50% = other families
37.5% = other villagers
12.5% = banks

22. Living expense: 100 % = from parents

Keba Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 28 students attended the Keba Teaching Program.
2. **Gender:** 43% male, 57% female.
3. The average **age** of students in the Keba Teaching Program was 11.3 years old.
4. **Average number of attendants per class** in Keba Village School was 14.

PART II: EDUCATION

5. Improved knowledge of:

60.7% = Chinese.

39.3% = reading short stories is important

6. Students could not learn these (above) things from their school because:

60.7% = did not have English teacher

17.9% = did not have English class

7. Students think the textbook is:

89.3% = easy

8.10.7% = hard

8. 53.6% students suggest these changes:

a. Having a Tibetan teacher in the teaching program.

b. Having a Math teacher in the teaching program.

c. Grades 5 and 6 should be in one classroom; other students in another classroom.

d. Strict with students in class.

9. 100% of students' family members are pleased that they attend the program.

10. 57% students think this teaching program is different from their regular school classes in these ways:

a. Different teaching methods with short lesson and little homework.

b. The classroom is too crowded.

c. Students can play games in class.

d. The teaching program did not have Tibetan and Math classes.

11. Before attending this program, in holidays, students did:

85.7% = homework

14.3% = family chores

12. Students like to study English because they want to:

78.6% = go to foreign countries

21.4% = be an English teacher

13. Students' favorite subject:

35.7% = Tibetan

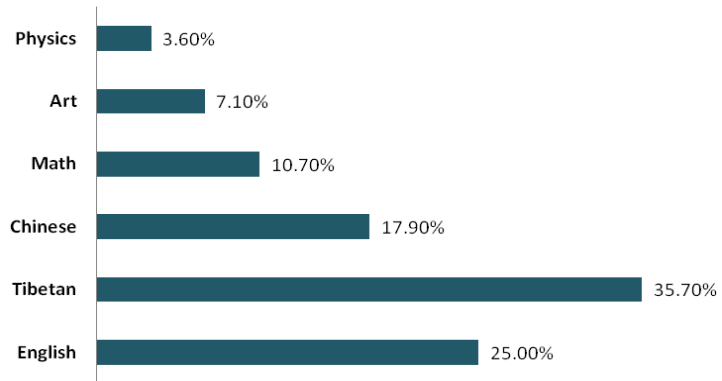
25% = English

17.9% = Chinese

10.7% = Math

7.1% = Art

3.6% = Physics



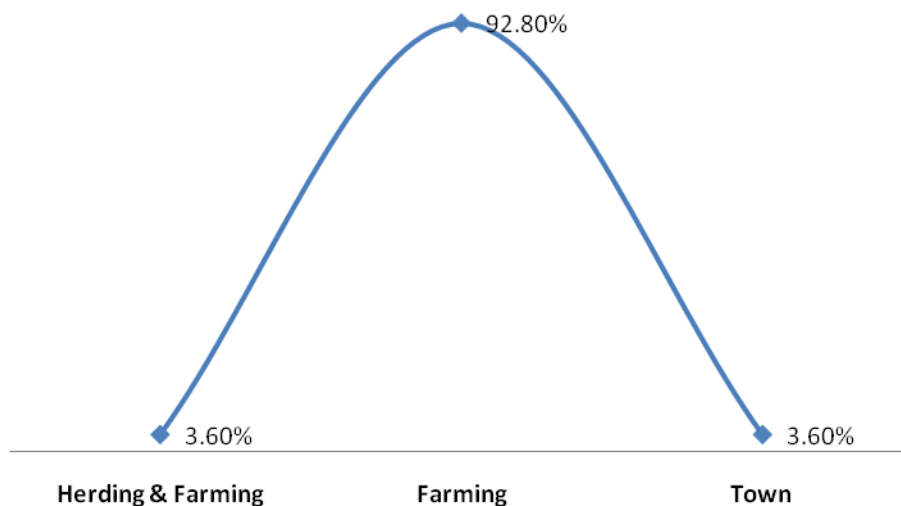
PART III: STUDENTS' FAMILIES

14. Families live in:

92.8% = farming areas

3.6% = agro-pastoral areas

3.6% = county or town in an apartment



15. Parents:

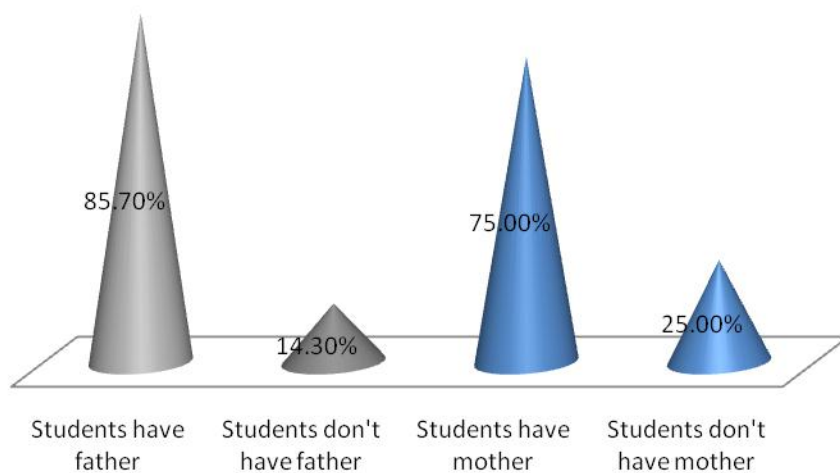
Note: Have no father or mother = students from households with no father or mother.

85.7% = have father

75% = have mother

25% = don't have mother

14.3% = don't have father



16. Students' father:

96.4% = never attended school

96.4% = speaks Tibetan

78.6% = illiterate in Tibetan

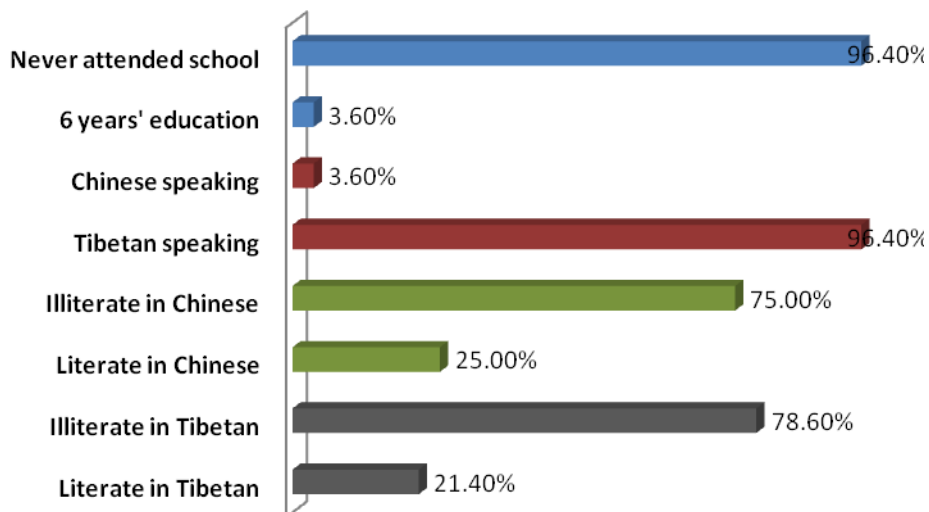
75% = illiterate in Chinese

25% = literate in Chinese

21.4% = literate in Tibetan

3.6% = speaks Chinese

3.6% = attended school for 6 years



17. Students' mother:

100% = speaks Tibetan

96.4% = never attended school

92.8% = illiterate in Chinese

89.3% = illiterate in Tibetan

10.7% = literate in Tibetan

7.2% = literate in Chinese

3.6% = attended school for 6 years

18. Family's income from:

35.7% = farming

21.4% = livestock

21.4% = migrant labor

14.4% = driving car

7.1% = government work

19. Students' families borrowed money from:

60.7% = other families

39.3% = banks

20. Living expense: (Transportation, medical and food cost at school)

82.1% = from father

14.3% = from mother

3.6% = from uncles

STUDENT SURVEY JULY 2011

Bon skor Tibetan Community School

PART I: STUDENTS

- 1. Attendance:** 80 students attended the Bon skor Teaching Program.
- 2. Gender:** 41% male, 59% female.
- 3.** The average **age** of students the Bon skor Teaching Program was 12 years old.
- 4. Average number of attendants per class** in Bon skor Village School was 27.

PART II: EDUCATION

5. Improved knowledge of:

51% = English

49% = Chinese

6. Students could not learn (above) these things from their school because:

85% = the condition in the family and school is poor

11% = had family chores to do

7. Students think the textbook is:

83% = easy

17% = difficult

8. Three problems in Bon skor Teaching Program:

a. Poor study environment.

b. Lack of strict rules.

c. Not all village students attended program.

9. 80% students suggest these changes:

a. Tibetan history should be taught.

b. Allow all the village students to attend program.

c. Encourage students to work hard and respect teachers.

d. Make the classroom clean.

10. 100% of students' family members are pleased that they attend the program.

11. 73% students think this teaching program is different from their regular school classes in these ways:

a. Some students could not get to school on time.

b. Teachers and students play games together.

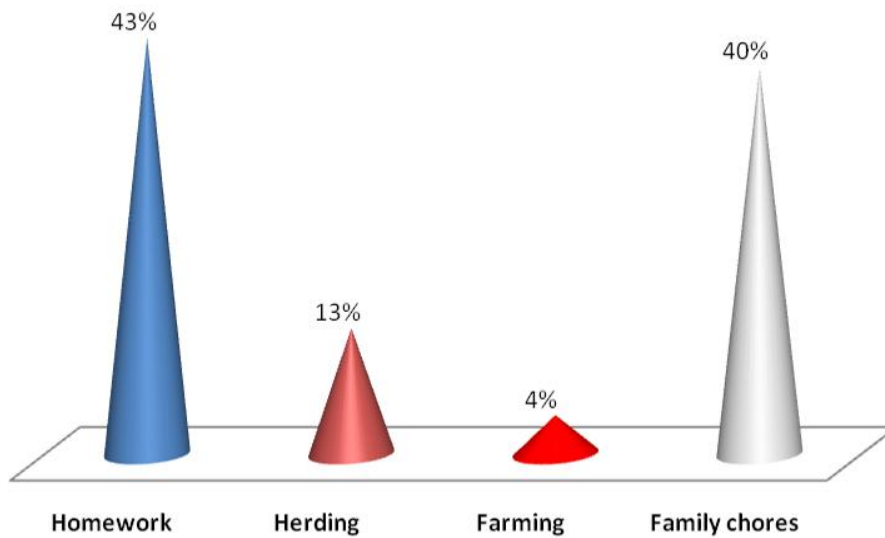
c. Different teaching methodology.

12. Before attending this program, in holidays, students did:

43% = homework

40% = family chores

13% = herding
4% = farming

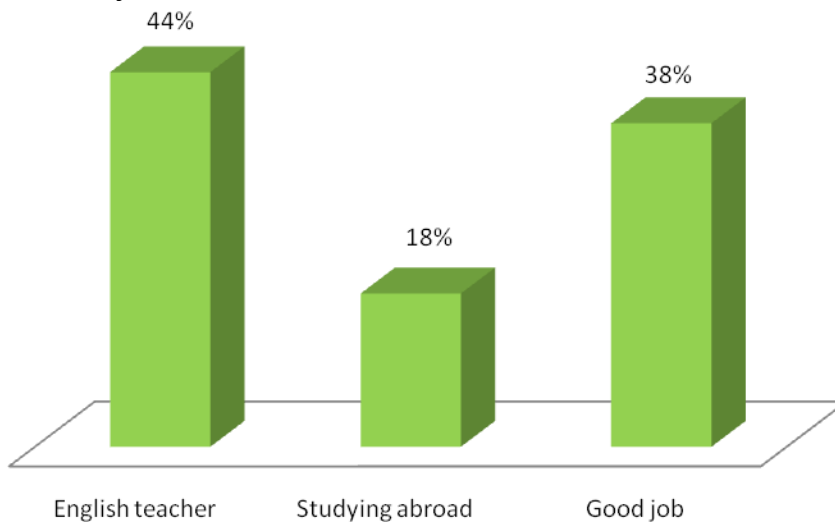


13. Students like to study English because they want to:

44% = be an English teacher

38% = families decide

18% = study abroad

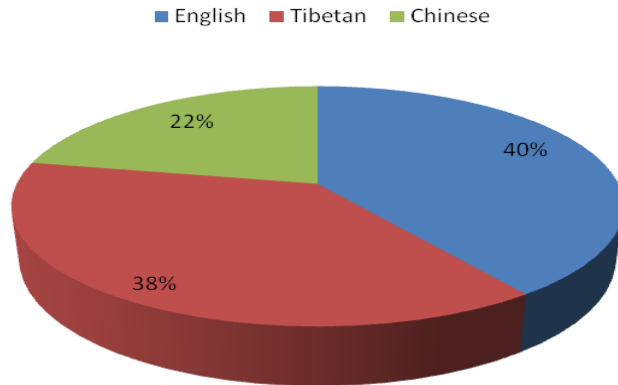


14. Students' favorite subject is:

40% = English

38% = Tibetan

22% = Chinese



PART III: STUDENTS' FAMILIES

15. Students' families live in:

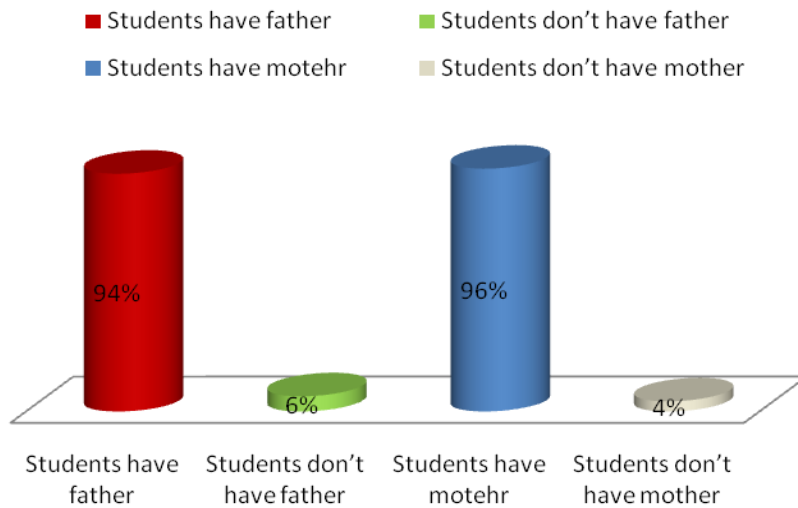
72% = herding areas

13 % = agro-pastoral areas

15 % = farming areas

16. Parents:

Note: have/have no father or mother = students from families with/with no father or mother.



17. Students' fathers:

100% = speak Tibetan

90% = illiterate in Chinese

80% = fathers never attended school

64% = illiterate in Tibetan

36% = literate in Tibetan

20% = attended school for 1-6 years

10% = literate in Chinese

18. Students' mothers:

100 % = speak Tibetan

98 % = illiterate in Chinese

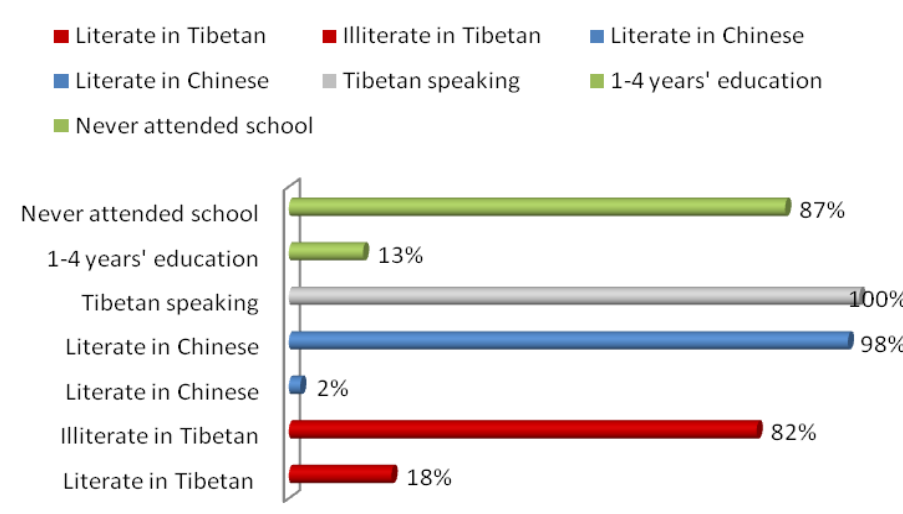
87 % = never attended school

82% = illiterate in Tibetan

18% = literate in Tibetan

13% = attended school for 1-4 years

2% = literate in Chinese



19. Siblings:

43% = sister 2 spent 1-6 years in school

36% = sister 1 spent 7-15 years in school

29% = brother 1 spent 7-15 years in school

15% = brother 2 spent 1-6 years in school

20. Family income from:

45% = livestock

40% = farming

7% = doing business

5% = government work

3% = migrant labor

21. Students' families borrowed money from:

63% = other families

30% = a bank

7% = other villagers

22. Living expenses (transportation, medical, and food cost at school):

4% senior middle school students' living expense is from donors.

Rabgan Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 45 students attended the Rebgan Teaching Program.
2. **Gender:** 49% male, 51% female.
3. The average **age** of students in the Rebgan Teaching Program was 12 years old.
4. **Average number of attendants per class** in Rebgan Village School was 22.

PART II: EDUCATION

5. Improved knowledge of:

44% = English

30% = Chinese

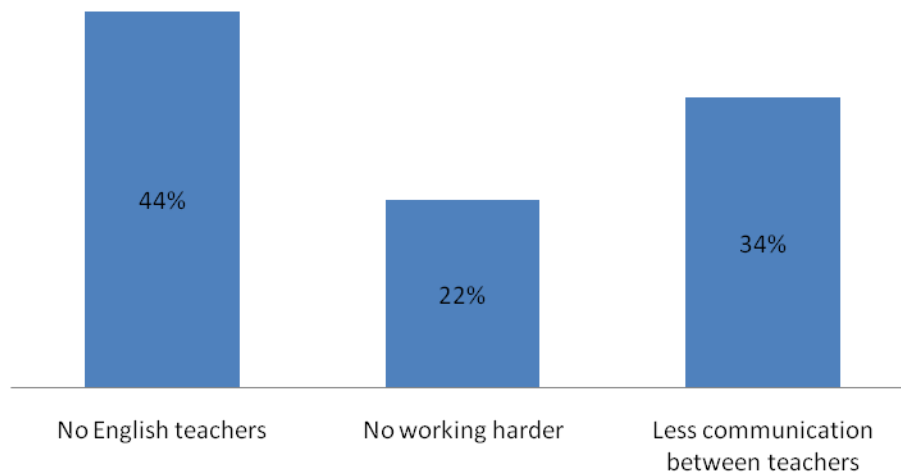
26% = Mathematics

6. Students could not learn these (above) things from their school because:

44% = did not have English teachers

34% = did not have good communication with teachers

22% = did not work hard



7. Students think the textbook is:

78% = easy

22% = hard

8. 100 % students see these three problems in the program:

- a. Untidy classroom.
- b. The time of starting program is late.
- c. Not enough classrooms.

9. 100 % students suggest these changes:

- a. A Tibetan history class.

- b. Strict rules are needed.
- c. Classroom tidiness needs improvement.

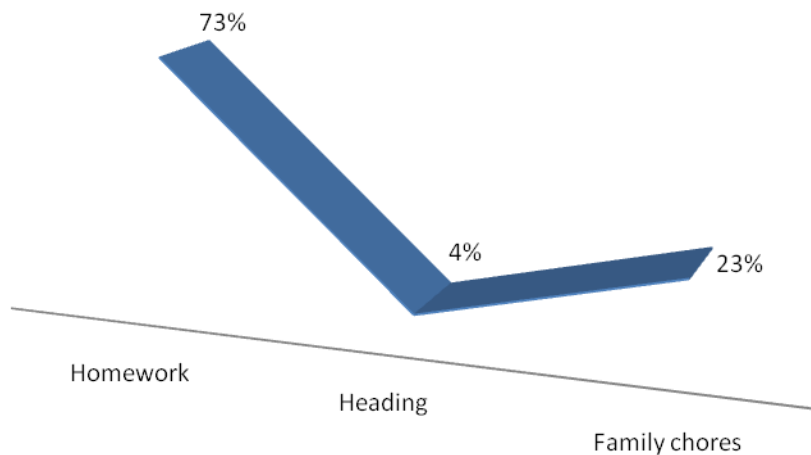
10. 100 % of students' family members are pleased that they attend the program.

11. 84% students think this teaching program is different from their regular school classes in these ways:

- a. Less homework.
- b. Class is interesting.
- c. Teachers are easy-going.

12. Before attending this program, in holidays, students did:

- 73% = homework
- 23% = family chores
- 4% = herding



13. Students like to study English because they:

- 44% = want to be English teachers
- 33% = want to study abroad
- 19% = just like learning English
- 4% = don't know

14. Students' favorite subject is:

- 44% = English
- 40% = Tibetan
- 16% = Chinese

PART III: STUDENTS' FAMILIES

15. Students' families live in:

- 87% = herding areas
- 13% = agro-pastoral areas

16. Parents:

Note: have/have no father or mother = students from families with/with no father or mother.

100% = have mother

98% = have father

2% = don't have father

17. Students' fathers:

100% = speak Tibetan

84% = illiterate in Chinese

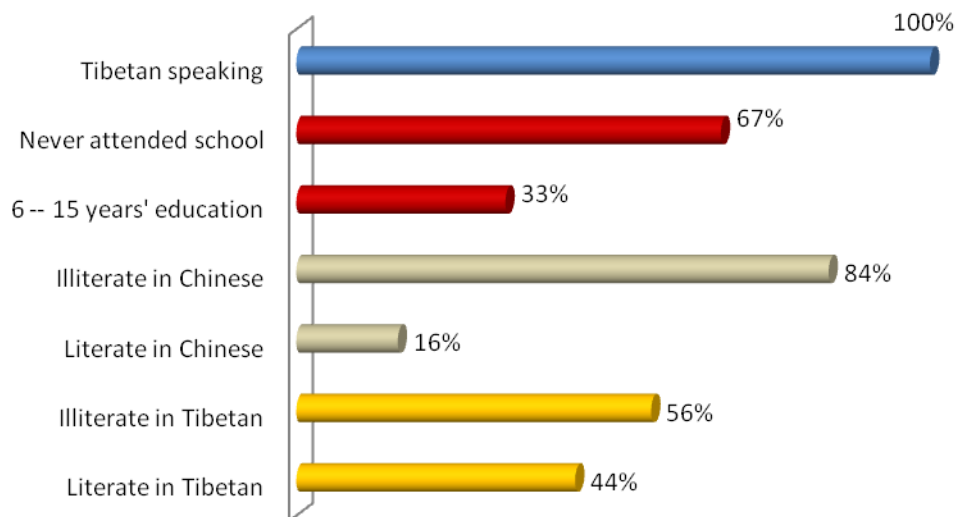
67% = never attended school

56% = illiterate in Tibetan

44% = literate in Tibetan

33% = attended school for 6-15 years

16% = literate in Chinese



18. Students' mothers:

100% = speak Tibetan

78% = illiterate in Tibetan

72% = never attended school.

80% = illiterate in Chinese

22% = literate in Tibetan

20% = literate in Chinese

18% = attended school for 6-15 years

19. Siblings:

30% = brother 2 spent 2-6 years in school

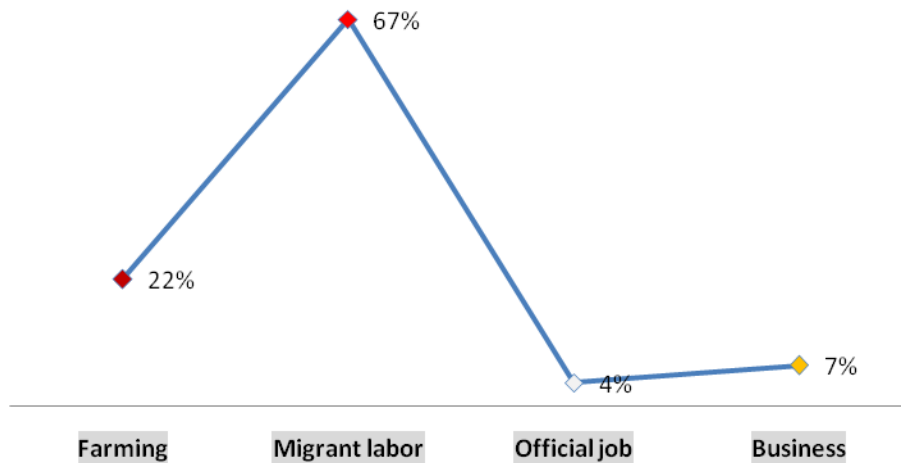
23% = sister 2 spent 2-9 years in school

14% = sister 1 spent 2-14 years in school

11% = brother 1 spent 2-14 years in school

20. Family's income from:

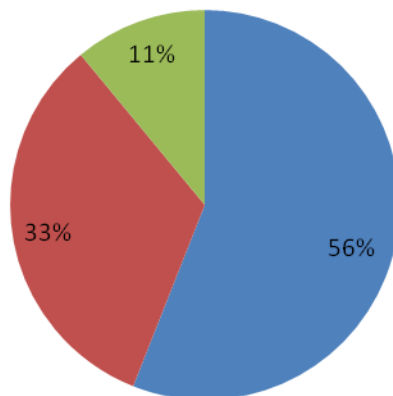
67% = migrant labor
 22% = farming
 4% = official job
 7% = doing business



21. Students' families borrowed money from:

56% = a bank
 33% = other families
 11% = other villagers

■ Bank ■ Families ■ Villages



22. Living expense (transportation, medical and food cost at school):

100 % = from parents

Keba Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 41 students attended the Keba Teaching Program.
2. **Gender:** 34% male, 66% female.
3. The average **age** of students in the Keba Teaching Program was 11 years old.
4. **Average number of attendants per class** in Keba Village School was 20.

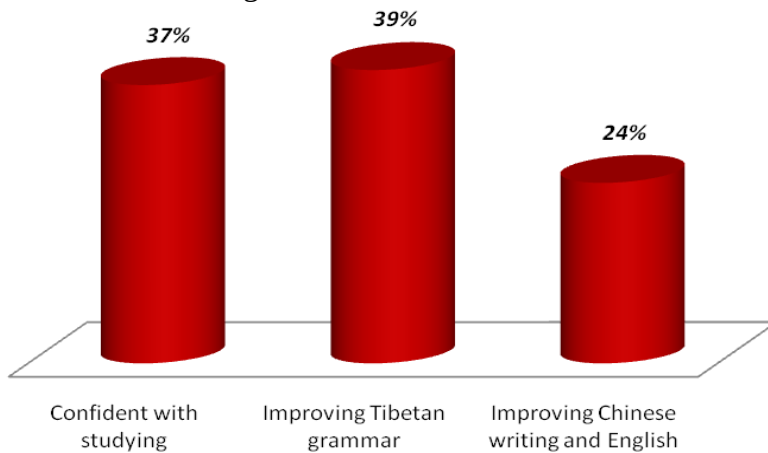
PART II: EDUCATION

5. Improved knowledge of:

39% = Tibetan grammar

37% = how to be confident with studying

24% = Chinese writing



6. Students could not learn the (above) things from their school because:

29% = teachers were changed often

34% = too many students with few teachers

22% = did not work hard

15% = no English teacher

7. Students think the textbook is:

73% = easy

27% = hard

8. 63% students see these three major problems in this teaching program:

- a. Teacher assigned too much Chinese homework.
- b. Crowded classroom.
- c. Some students don't pay much attention in the class.

9. 63% students suggest these changes:

- a. Students need a Math teacher.

- b. Students need a nice blackboard.
- c. Strict with students.
- d. Not too much homework.
- e. Improve the tidiness of classroom.

10. 100% of students' family members are pleased that they attend this program.

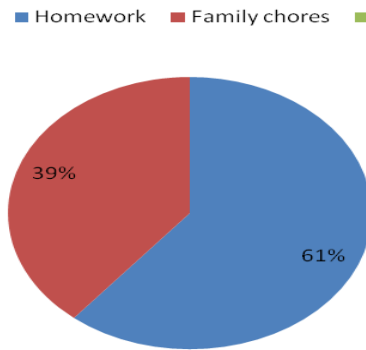
11. 66% students think this teaching program is different from their regular school classes in these ways:

- a. Enjoyable in the teaching program.
- b. More extracurricular activities during teaching program.
- c. Students and teachers play game together.

12. Before attending this program, in holidays, students did:

61% = homework

39% = family chores

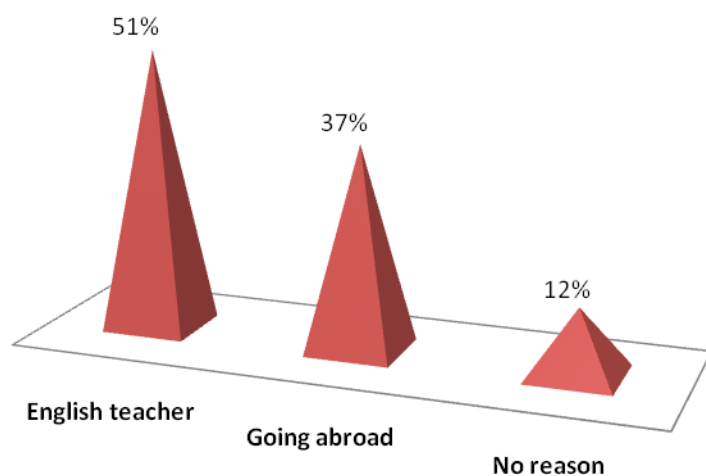


13. Students like to study English because they want to:

51% = be English teachers

37% = go abroad

12% = don't know.



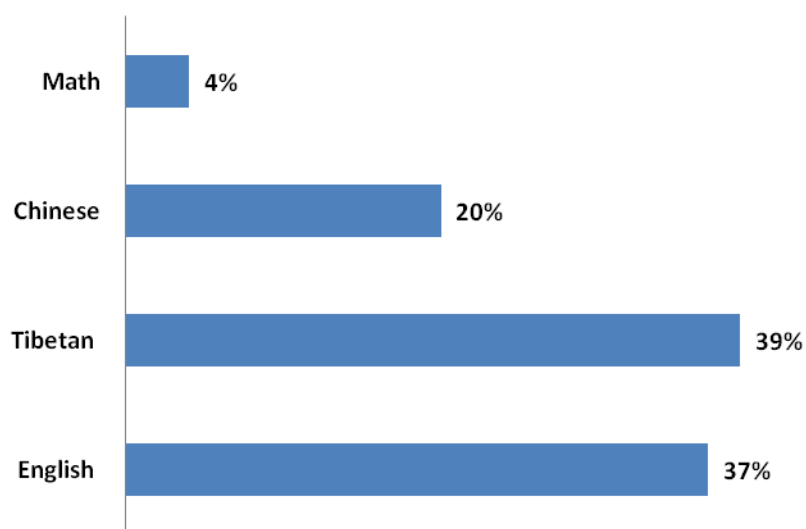
14. Students' favorite subject is:

39% = Tibetan

37% = English

20% = Chinese

4% = Math



PART III: STUDENTS' FAMILIES

15. Students' families live in:

88% = areas.

12% = agro-pastoral areas.

16. Parents:

Note: have/have no father or mother = students from families with/with no father or mother.

95% = have father

98% = have mother

5% = don't have father

2% = don't have mother

17. Students' fathers:

80% = illiterate in Tibetan

78% = never attended school

76% = students' father is illiterate in Chinese

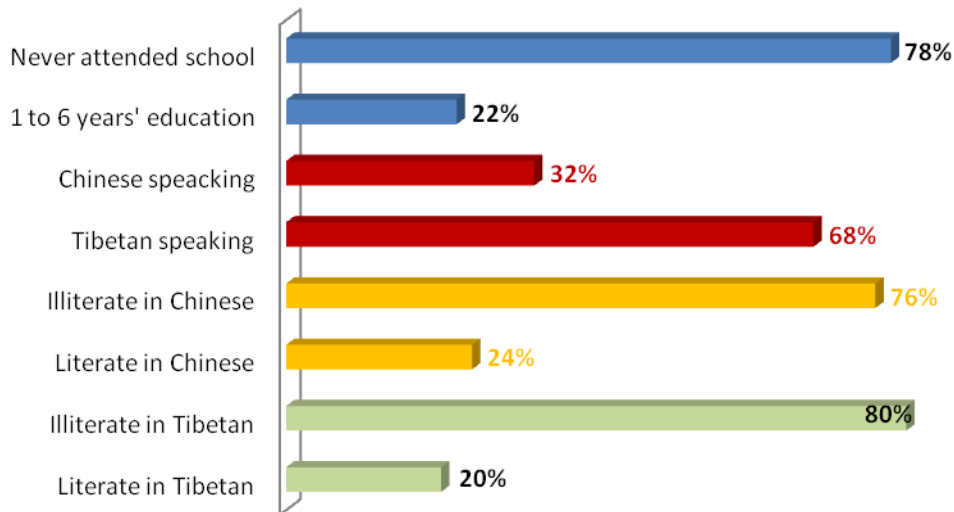
68% = students' father speaks Tibetan

32% = students' father speaks Chinese

24% = students' father is literate in Chinese

22% = students' father attended school for 1 to 6 years

20% = students' father is literate in Tibetan



18. Students' mothers:

88% = illiterate in Tibetan

83% = illiterate in Chinese

80% = never attended school

68% = speak Tibetan

32% = speak Chinese

20% = attended school for 1-6 years

17% = literate in Chinese

12% = literate in Tibetan

19. Siblings:

22% = brother 1 spent 6-14 years in school

20% = sister 2 spent 2-6 years in school

15% = brother 2 spent 2-6 years in school

12% = sister 1 spent 6-14 years in school

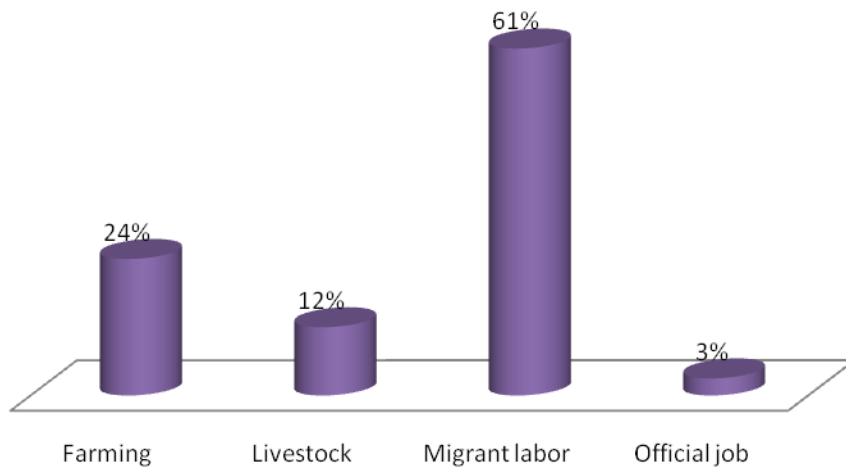
20. Family's income from:

61% = migrant labor

24% = farming

12% = livestock

3% = from government work



21. Students' family borrowed money from:

49% = a bank

29% = other families

22. Living expense: (Transportation, medical, food cost at school)

100% = from parents and tuition is free